# Journeys of exploration

Stage 2 history.

This learning sequence comprises three inquiries.

## Topic – First contacts

4 weeks, 90 minutes per week.

### Key inquiry question

Why did the great journeys of exploration occur?

### Overview

Students undertake a guided inquiry into the journeys of one early Sea Explorer. They undertake a second guided inquiry to investigate the question, ‘Who discovered Australia?’ They use early maps and journals held in the digital collections of Australian museums. Students have the option of undertaking a student-led inquiry into an early explorer. This can replace the first guided inquiry.

### Outcomes

A student:

* HT2-3 describes people, events and actions related to world exploration and its effects
* HT2-5 applies skills of historical inquiry and communication

### Content

The journey(s) of at least ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts (ACHHK078)

Students:

* discuss the significance of opening of world trade routes by early explorers such as Vasco da Gama, Columbus, Magellan
* outline the voyages of one early explorer, for example, Zheng He, Torres, Jansz (Janszoon), Tasman, Captain Cook or La Perouse, and explain the impact of their voyages
* discuss the question 'Who discovered Australia?

### Historical inquiry skills

Comprehension: chronology, terms and concepts

* respond, read and write, to show understanding of historical matters
* sequence familiar people and events (ACHHS065, ACHHS081)
* use historical terms (ACHHS066, ACHHS082)

Analysis and use of sources

* locate relevant information from sources provided (ACHHS068, ACHHS084, ACHHS215, ACHHS216)
* Perspectives and interpretations
* identify different points of view within an historical context (ACHHS069, ACHHS085)

Empathetic understanding

* explain how and why people in the past may have lived and behaved differently from today

Research

* pose a range of questions about the past (ACHHS067, ACHHS083)
* plan an historical inquiry

Explanation and communication

* develop texts, particularly narratives (ACHHS070, ACHHS086)
* use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS071, ACHHS087)

### Selected historical concepts

Cause and effect – events, decisions or developments in the past that produce later actions, results or effects, for example, how conditions and decisions in Britain resulted in the journey of the First Fleet; causes of change in the local area/state.

Perspectives – people from the past will have different views and experiences, for example, views on the arrival of the British in Australia from a British and an Aboriginal point of view.

Significance – importance of an event, development or individual/group, for example, the significance/importance of national days/holidays; the significance of the contributions of an early settler.

### Assessment

All activities require students to demonstrate their learning. All are assessment for learning activities.

### Vocabulary

* Observe, examine, identify, summarise, record, describe, sequence, conclude, explain
* Primary source, secondary source, reliability, bias, journal, biography, evidence
* Journey, world, navigator, navigation, explorer, exploration, trader, contact, interactions, inhabitants, indigenous, society, trade route, unknown, voyage, discover, continent, conflict, colonisation, cause, effect, impact, consequences, significance

## Teaching and learning activities

This teaching framework comprises three inquiries.

### Inquiry 1 – guided inquiry on an early sea explorer

Students examine early sea exploration and its significance through a guided inquiry into one explorer.

Note – This can be replaced with a student-led inquiry into one explorer of choice.

### Stimulus

**Source 1** – [Mapping the Age of Discoveries (5:13 min)](http://splash.abc.net.au/home#!/media/1534784/mapping-the-age-of-discovery), ABC Splash, 2011.

In 2009, a Dutch antique map dealer found the original 1525 map of Magellan’s circumnavigation of the world undertaken in 1519–1522. It is the oldest known map of the Pacific Ocean. In the video in Source 1, the Dutch owner of the map shows it to the map curator of the State Library of NSW. They discuss the significance of the map and Magellan’s journey.

View Source 1 then use the ‘Things to think about’ tab on the ABC Splash page to guide discussion.

Students generate a ‘See – Think – Wonder’ chart about ‘Sea Journeys of Exploration’.

#### Historical inquiry step 1 – question

With reference to the students’ See–Think–Wonder charts, use collaborative learning strategies to generate a class set of inquiry questions for one of the early explorers sent to open world trade routes, for example, Janszoon (Dutch, early 1600s), Magellan (Portuguese, early 1500s), Zheng He (Chinese, early 1400s).

Sample questions:

* Who was the explorer?
  + When and where were his journeys?
  + Why did he undertake his journeys?
  + How were his journeys recorded?
  + What were the impacts of his journeys at the time?
  + How are his journeys significant?

Note – Inquiry questions may need to be redesigned through the historical inquiry process.

#### Historical inquiry step 2 – research

Provide at least one primary and one secondary source on the selected explorer, for example, a biography of the explorer and an original map of the journey. Guide students in extracting information from the sources to answer the inquiry questions. Model the use of a source analysis table.

Table 1 – Early Sea Explorer source analysis table

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Source number | Title and date | Who created it? | Why was it created? | Whose view is it? | Key information | Questions raised |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

#### Historical inquiry step 3 – analyse

Flowchart of the significance of the journeys.

From the information obtained, collectively identify the impacts of the explorer’s sea journey/s and what changed as a result of the journey/s. For example, Zheng He is credited with increasing Chinese power of the seas of the Asian region, expanding Chinese trading relationships and increasing Chinese immigration to South-East Asia.

Collectively create a flowchart to illustrate the causes and effects of the explorer’s journey and its significance. Causes and effects may include interactions with indigenous peoples resulting in conflict, spread of diseases such as smallpox, colonisation and trade relations. Other impacts may include mapping of unknown lands resulting in further exploration and future colonisation.

#### Historical inquiry step 4 – evaluate

Guide the students in evaluating the reliability of the sources. Are there inconsistencies or contradictions between the sources? Do the inquiry questions need to be redesigned as a result of analysing and evaluating sources?

#### Historical inquiry step 5 – communicate

Memorial plaque – Students imagine they are working at a museum and have been asked to write the text for a plaque to go on the base of a statue honouring the explorer. Students summarise the significance of the explorer’s journeys in 70 words or less.

Reflection – Students reflect on the historical inquiry process, reflecting on what they learnt, how they learnt it and what else they would like to find out.

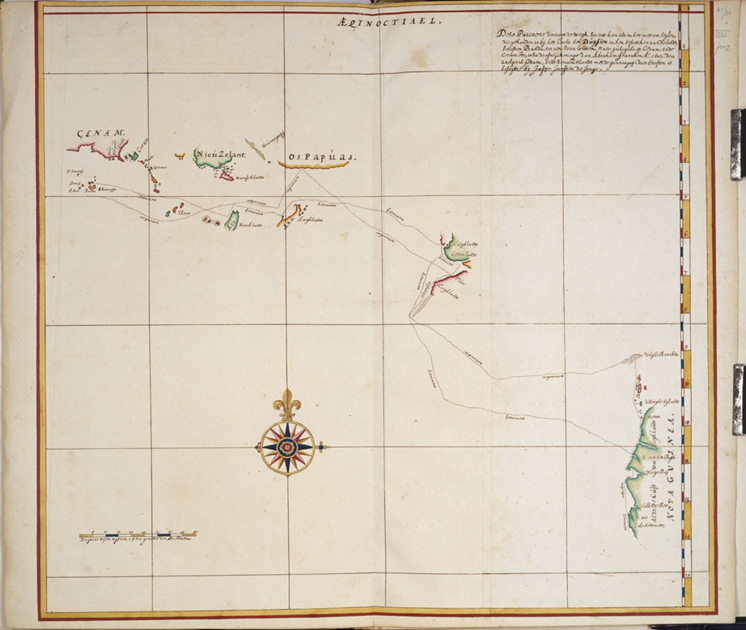
## Inquiry 2 – guided inquiry on mapping Australia’s coast

Students examine early European exploration and charting of Australia’s coasts through examination of early maps and journals.

### Stimulus

First mapped part of Australia.

**Source 2** – Copy of map made in 1606 of the voyage of Willem Janszoon in the Duyfken.



[Copy of map made in 1606 of the voyage of Willem Janszoon in the Duyfken,](https://digital.slq.qld.gov.au/delivery/DeliveryManagerServlet?change_lng=en&dps_pid=IE423741) Copy made circa1670, State Library of Queensland. Public domain.

**Source 3** – Contemporary map of the voyage of Willem Janszoon in 1605–06.



Karte Expedition Willem Janz (1605-1606), [Map created by Lencer](https://commons.https:/commons.wikimedia.org/wiki/File:Karte_Expedition_Willem_Jansz_1605-1606.png#filelinkswikimedia.org/wiki/File:Karte_Expedition_Willem_Jansz_1605-1606.png), [CC BY-SA 3.0](https://creativecommons.org/licenses/by-sa/3.0/)

In order to search for trading opportunities beyond the reaches of the lands they knew existed, the Dutch East India Company sent Willem Janszoon (Jansz) on a journey of exploration. In 1605 he and his crew set off in the ship the Duyfken. Willem took it south-east, charting lands as he went. Janszoon landed on the western tip of Australia’s Cape York Peninsula, not realising it was a separate continent. Willem Janszoon is considered to be the first authenticated European to have landed on Australia.

Students examine sources 2 and 3. For a closer look, use the viewing tools in the State Library of Queensland’s online record. Use the ‘See – Think – Wonder’ prompts to guide observations and discussion. Record questions raised.

See – Think – Wonder prompts:

See:

* What information is included on the 1606 map?
* What locations are shown?
* What part of Australia is shown on the map?

Think:

* Why are parts of the 1606 map incomplete?
* Who may Janszoon had contact with during his journey?
* What were the potential impacts of Janszoon’s voyage?
* Why is the map significant?

Wonder:

* What do you wonder about after viewing the map of Janszoon’s 1606 journey?

#### Historical inquiry step 1 – question

With reference to the discussion around Janszoon’s 1606 map in Source 2, formulate a class set of inquiry questions. For example:

* Who mapped other parts of the Australian coast and when?
* What Europeans landed on Australian shores and when?
* What were the impacts on Aboriginal and Torres Strait Islander people?

Note – Inquiry questions may need to be redesigned through the historical inquiry process.

#### Historical inquiry step 2 – research

Mapping Australia’s coast.

**Source 4** – [Mapping the Australian coast](http://splash.abc.net.au/home#!/digibook/1594262/mapping-the-australian-coast), ABC Splash Digibook

Students view the maps, letters and journals in the ABC Splash Digibook in source 4. They select two of the primary sources from the Digibook and complete table 2.

Table 2 – Mapping the Australian coast source analysis table

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Source number | Title and date | Who created it? | Why was it created? | Whose view is it? | Key information | Questions raised |
|  |  |  |  |  |  |  |
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Endeavour voyage (optional).

**Source 5** – [Endeavour voyage](https://www.nla.gov.au/digital-classroom/year-4/themes/endeavour-voyage), National Library of Australia.

Students work through selected questions in source 5, making notes as appropriate. This National Library of Australia digital classroom page includes a link to the complete digitised copy of James Cook’s journal (accessed by expanding the background information label), a link to a video showcasing the journal and a journal extract recounting contact with Aboriginal people.

Tasman’s journal (optional).

**Source 6a** – [Abel Tasman journal](http://archival.sl.nsw.gov.au/Details/archive/110320645), State Library of NSW.

**Source 6b** – [Extract from Abel Tasman’s journal entry for 2 December 1642.](http://archival.sl.nsw.gov.au/Details/archive/110320645)

‘That they had heard certain human sounds, also Music resembling that of a Drum or a small Gong, which was not far from them, but they had seen nobody.

That they have seen 2 trees about 2 or 2 ½ fathom in thickness, 60 or 65 feet high, under the branches, in which trees had been cut with flint axes and the bark had been peeled off in order to climb up and rob the birds’ nests in the way of stairs. Each well measured 5 feet from the other, so that they presumed that the people here must be very tall or that they must by some device know how to climb the said trees.’

Students view the original journal of Abel Tasman in source 6a. They read the extract in source 6b, written on 2 December 1662. This entry provides evidence of Aboriginal people encountered on Tasman’s journey. With reference to sources 5 and 6, students create a T-chart listing the evidence that Tasman and Cook were aware of the existence of Aboriginal people in Australia in 1642 and 1770. Column headings: ‘Tasman’s journal, 1642’ and ‘Cook’s journal, 1770’.

#### Historical inquiry step 3 – analyse

Timeline of Australia on the map – Students use the information in source 4 to create a timeline of the mapping of Australia between 1606 and 1788. They highlight dates of landings and of contact with Aboriginal and Torres Strait Islander peoples.

Using a pair and share or jigsaw strategy, pose the question and discuss: ‘Who discovered Australia?’ Consider alternative words and terms to ‘discovered’ and the views of Aboriginal and Torres Strait Islander people.

#### Historical inquiry step 4 – evaluate

Guide the students in evaluating the reliability of the sources. Are there inconsistencies or contradictions between the sources? Do the inquiry questions need to be redesigned as a result of analysing and evaluating sources?

#### Historical inquiry step 5 – communicate

Students write a persuasive paragraph to answer the question, ‘Who discovered Australia?’ They draw on their research and analysis to provide evidence for their views and statements.

Reflection – Students reflect on what they learnt, how they found out and what else they would like to know. Students also reflect on the practices modelled by museum staff in handling historic ‘treasures’ and identifying evidence within them.

## Inquiry 3 – student-led inquiry on an early sea explorer

Working independently, or in groups, students select one early world explorer. They outline the voyages of their chosen explorer and explain the impact of their voyages. Students demonstrate the historical inquiry process throughout their inquiry.

Note – The student inquiry is intended to be a short research task. It could be undertaken concurrently with the guided class inquiry, or instead of the guided class inquiry.

### Historical inquiry step 1 – question

Students formulate a set of inquiry questions they can answer through their research.

Sample questions:

* Who was (insert name of explorer)?
  + What were his journeys?
  + What was the purpose of his journeys?
  + What were the impacts of his journeys?
  + How are his journeys significant?

Note – Inquiry questions may need to be redesigned through the historical inquiry process.

#### Historical inquiry steps 2 and 3 – research and analysis

Students locate, summarise and analyse information from two secondary sources and, if possible, one primary source. They summarise and record key information in table 3.

Table 3 – Source analysis table

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Source number | Title and date | Who created it? | Why was it created? | Whose view is it? | Key information | Questions raised |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

#### Historical inquiry step 4 – evaluate

Students evaluate the reliability of their sources. Are there inconsistencies or contradictions between the sources? Do the inquiry questions need to be redesigned as a result of analysing and evaluating sources?

#### Historical inquiry step 5 – communicate

Explorer’s diary – In role as their explorer, students create a diary entry for part of a day in their explorer’s journey in which a significant event occurred. The journal entry should state the reasons why the journey occurred and a future view of the significance of the journey to world history.

Suggested format:

* Name of explorer, for example, Ferdinand Magellan
* Place of origin of journey, date of leaving, purpose of journey, for example,‘We left Spain on 20 September 1519 to undertake a voyage to the Spice Islands.’
* Journal entry date and place, for example, 21 November 1520, Magellan Straits.
* Description of the event that occurred that day, for example, ‘Today we started our journey into the straits. This is unchartered territory that no ship has gone before. I predict it will lead to a great ocean on the other side. If it does, these straits are sure to be named after me.’
* Significance of the journey, for example, ‘I believe I will be remembered for discovering the Magellan Straits. They will be used by ships as a short cut for hundreds of years. I will also be remembered for leading the first expedition to cross the Pacific Ocean and the first to circumnavigate the globe.’

#### Reflection

Students reflect on their historical inquiry process and information communicated in their journal, by answering the questions:

* What did I do well in the historical inquiry process?
* What did I find challenging in the process?
* How do I know the information I communicated?
* What else do I want to find out?

## Resources

**Inquiry 1 and 3** – Early sea explorers

Picture books:

* The Great Voyages of Zheng He by Demi
* Adventures of the Treasure Fleet: China Discovers the World by Ann Bowler and Lak-Khee Tay-Audouard
* Meet Captain Cook by Rae Murdie and Chris Nixon

Websites and resources:

* [Age of Discoveries – biographies of early explorers](http://exploration.marinersmuseum.org/type/age-of-discovery/), The Mariner’s Museum and Park
* [Digital Classroom: Dirk Hartog 1616-2016 – 400 years of Dutch-Australian connections (5:47 min)](https://www.nla.gov.au/digital-classroom/year-4/dirk-hartog), National Library Australia
* [Early Explorers](https://www.nla.gov.au/digital-classroom/year-4/key-themes/early-explorers) webpage, National Library Australia
* [PBS World Explorers](https://www.pbslearningmedia.org/collection/pbs-world-explorers/) webpage (28 videos), PBS Education

**Inquiry 2** – Mapping Australia’s coast

* [Janszoon maps northern Australian coast](http://www.nma.gov.au/online_features/defining_moments/featured/janszoon_maps_northern_australian_coast), National Museum of Australia webpage
* [First sight: the Dutch mapping of Australia 1606-1697](http://pandora.nla.gov.au/pan/153199/20150624-0905/www.sl.nsw.gov.au/events/exhibitions/2006/firstsight/index.html), State Library NSW
* [New and very accurate map of the world, 1662, by Blaeu](http://acms.sl.nsw.gov.au/album/albumView.aspx?itemID=1045436&acmsid=0), State Library NSW
* [Tasman Map, 1644](http://acms.sl.nsw.gov.au/album/albumView.aspx?itemID=861232&acmsid=0), State Library NSW
* [The Vereenigde Oostindische Compagnie (The Dutch East India Company)](https://www.nla.gov.au/digital-classroom/year-4/dirk-hartog/the-vereenigde-oostindische-compagnie) – includes links to first maps of Australia in chronological order, National Library Australia